

Analyzing the Difficulties Faced by Iraqi EFL Learners in Using Argumentative Essays¹

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ABSTRACT

An argumentative essay persuades the reader of a particular point of view by providing factual facts and logical arguments. Argumentative essays focus heavily on hard evidence, citing various research and sources to demonstrate why their position is the best. While many sorts of essays seek to persuade the reader to believe a particular point of view. The present study tackles the argument structures in Iraqi EFL Opening College students' argumentative essays. It also looks at how evidence is generally used to substantiate claims. It was discovered that the fundamental structural components used by Iraqi EFL students in their argumentative essays were claims and data.

Keywords: *Argumentation Theory; Toulmin Model (2003) of Argument Structures.*

INTRODUCTION

Language is the best method of communication used to achieve a variety of functions. It is used effectively as a way of expressing, ideas, and emotions, giving information, and showing attitudes. Written language involves symbols of language to communicate. Writing and reading are like the shadows of language. Therefore, writing is one of the manifestations of language in this respect, different types of writing were discussed by many linguists to convey specific an idea such as expository, descriptive, narrative, and argumentative writing. Each one of them has characteristics that differentiate it from other types. Hence, one of the most common types of essay writing is argumentative essays. So Many linguists have dealt with this kind of writing. For example, Crowhurst (1990: 349) defines an argumentative essay as the type of writing in which the writers take a point of view and support it with either emotional appeals or logical appeals.

Hyland (2009:30) argues that the success of any text is the writer's ability to satisfy the rhetorical demand of readers. Additionally, teachers must help students in the whole process, not only in the text but also in the meta-text: writing teachers must know how to use strategies in writing, how to create an imagined reader in the writer's mind, and how to understand writer's identity.(ibid :37) suggests that the role of teacher's writing is therefore intended to help students discover how valued text forms and practices are socially constructed in response to the common purposes of target communities .

Argumentation Theory

Argumentation theory contains two main dimensions: argumentation as process and argumentation as product, with the product one, referred to as an argument. To better understand argumentation theory, it is helpful to begin by distinguishing two ideas as follows: argument and argumentation.

Argument and Argumentation

Khine (2012:19) states that an argument is a series of propositions. Argumentation, on the other hand, is the social process where two or more individuals construct and critique arguments. An argument is usually understood as a product and reasons, evidence, and justifications are the material that substantiates that product. In the sciences, that

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product might be a journal article, technical report, or conference paper (ibid: 119). Similarly, Tindale (1999) as well as Wenzel (1990) further separate the concept of argumentation to include not only process (i.e., the process of communicating an argument as it unfolds temporally) but also procedure. They (ibid) describe the argumentation procedure as:

“...a discursive structure that normatively guides a process, determining (in part) the order in which participants speak or communicate, the allowable or relevant content at each stage, role divisions, and the like (e.g., trial procedures...)” (p. 213).

The argument is writing that takes a position on an issue and gives supporting evidence to persuade someone else to accept, or at least consider, the position. The argument is also used to convince someone to take (or not take) an action (Anker,2010:258).

A set of claims put forward as advertising back for an advance claim. A contention is composed of the supporting claims and the upheld claim. An individual offers a contention when he or she tries to legitimize a claim by advertising reasons for it (Govier, 2010:20). An argument can be said to allude, differently, to a claim or recommendation, to the proof cited in the back of a recommendation, or to the wonder of contending itself. It is seen by scholars as the enthymemic moves made to set up confirmation. According to Honderich (1995) in *The Oxford Companion to Philosophy*, its most important sense for philosophy is as a set of propositions (called its premisses) and a proposition (called its conclusion) (Andrews, 2010:39).

According to Honderich (1995: 48), an argument is valid when its conclusion follows its premises. It can be a good argument even when not valid if its premises support its conclusion in some non-deductive way.

Argumentation takes a stand upheld by proving and inclinations individuals to share the writer's viewpoint and insights (Lauri & Mandell, 2018:736) they comment that:

“In an argument, a writer connects a series of statements so that they lead logically to a conclusion. Argumentation is different from persuasion in that it does not try to move an audience to action; its primary purpose is to demonstrate that certain ideas are valid and others are not. Moreover, unlike persuasion, argumentation has a formal structure: an argument makes points, supplies evidence, establishes a logical chain of reasoning, refutes opposing arguments, and accommodates the audience's views.”

Argumentation plays a critical part in learning forms as well. Hence, one calls an individual levelheaded who, within the cognitive-instrumental circle, communicates sensible suppositions and acts effectively. However, this soundness remains accidental on the off chance that it is not coupled with the capacity to memorize from botches, the negation of theories, and the disappointment of intercessions (Andrews, 2010: 18).

Argumentation could be a verbal, social, and sound movement pointed at persuading a sensible faultfinder of the worthiness of a certain conclusion by progressing one or more suggestions outlined to legitimize that angle (Van Eemeren & Henkemans 2017:1).

Argumentation, which can be uniquely characterized as the interaction of diverse contentions for and against a few conclusions, is imperative expertise to memorize for a way of, life law, science, legislative issues, and commerce. It may be a wealthy, interdisciplinary area of inquiry about straddling philosophy, communication thinks about, etymology, brain research, and fake insights that have created context-sensitive commonsense strategies to assist a client to recognize, analyze and assess arguments (Walton, 2013:1). Argumentation is assessed by shaping a grouping in which a moment contention assaults the primary one and after that a third contention assaults the moment one, and so forward (ibid: 33).

Additionally, Van Eemeren and Henkemans (2017:56) point out that argumentation can be of more prominent or lesser complexity, depending on the number of single contentions it comprises and the connection between these contentions. The number of contentions that got to be progressed, and so the argumentation structure, depends, among other things, on the nature of the distinction of conclusion that the argumentation is planning to resolve. Settling

numerous contrast of opinion will as a rule require more than one single contention. Many people associate the word argument with hatred and wrath, as when we say. However, Ramage et al (2010:2) point out that:

“But to our way of thinking, the argument doesn’t imply anger. In fact, arguing is often pleasurable. It is a creative and productive activity that engages us at high levels of inquiry and critical thinking, often in conversation with people we like and respect. For your primary image of argument, we invite you to think not of a shouting match on cable news but of a small group of reasonable people seeking the best solution to a problem.”

The argumentation can be exceptionally brief and basic, comprising of as it were one contention, or expound and complex, comprising numerous contentions (van Eemeren & Grootendorst, 1992:14)

Types of Argument

Walton in (2006:49) mentions that there are three kinds of arguments that can be distinguished: deductive, inductive, and abductive. He (ibid) indicates that each of them differs from the others in virtue of having a different standard of strictness. If the premises are true, the conclusion must also be true in a deductively sound argument (by logical necessity). As a result, the link between the premises and the conclusion is strict in a deductive argument. In the following argument, the first premise is assumed to be a complete universal generalization with no exceptions:

a-Premise: *All police chiefs are honest.*

b-Premise: *John is a police chief.*

c-Conclusion: *John is honest*

Once the premises have been acknowledged as *honest*, there is no space for dispute that the conclusion is correct. The word ‘*all*’ in the first premise of the inference is the reason for this. ‘*All*’ most likely implies ‘*all without exception*’. If this is the case, the first premise’s statement is an absolute universal generalization. Hence, the conclusion takes after coherent need from the premises. In case both the premises are *honest*. At that point, the conclusion needs to be genuine. In the following subsections, the types of arguments will be presented with examples.

The Deductive Argument

A deductive argument can be characterized in another way that provides an indeed more valuable model to recognize it in contention. To say that contention is deductively substantial implies that it is coherently outlandish for all the premises to be genuine and the conclusion wrong. In other words, in a deductively substantial contention, the claim that the premises are genuine and the conclusion untrue is conflicting. For the case, let’s consider three

a-First statement: *All police chiefs are honest.*

b-Second statement: *John is a police chief.*

c- Third statement: *John is not honest.*

This set of three articulations is collectively conflicting. One cannot keep up all three at the same time without being conflicting. This perception leads to the finest test to distinguish deductive legitimacy in a contention. If the premises are conflicting with the invalidation of the conclusion, the contention is deductively substantial.

The Inductive Argument

The link between the premises and the conclusion is less rigid in an inductive argument, which advances from specific situations to generalizations. The conclusion should be supported by the premises, which should provide that evidence. Even though all of the premises are true, the conclusion of the inductive argument does not logically flow from the premises because none of the premises already include the conclusion. As a result, unlike deductive reasoning, inductive reasoning does not require that the premises and conclusion be true. (Damer, 2009:21). If the premises are accurate, the conclusion is likely accurate but not necessarily. The type of connection between the premises and the conclusion is the most helpful criterion for determining if an argument is deductive or inductive, even though it is not a simple task to do so. Probability is the foundation of inductive arguments. The following argument is one instance.

a-Premise: *Most swans are white.*

b-Premise: *This bird is a swan.*

c-Conclusion: *Therefore, this bird is white.*

An inductive generalization serves as the initial premise in this argument. The conclusion is likely true but not necessarily true if the premises are true, even if most swans are white. This bird might be a black bird, after all. The type of connection between the premises and the conclusion distinguishes this argument as deductive rather than inductive. In fact, the fact that one of the premises is inductive and not a generalization indicates that the argument is inductive.

The conclusion merely inductively and perhaps follows from the premises, not necessarily. As a result, since inductive reasoning is based on probability, it is necessary to provide facts and statistics as support for the claim and to draw inferences. (Damer, 2009:50)

The Abductive Argument

An abductive argument the third sort of argument is less exact and dependable than the other two. It is frequently more valuable and indeed essential, in numerous cases within the viable conduct of issues of lifestyle. This sort of argument leads to a conceivable conclusion, which may be temporarily satisfactory as an assumption. To say that it is conceivable implies that it appears to be genuine, on the given appearances. Therefore, appearances can be deluded in a few cases. In this way, such induction is intrinsically subject to withdrawal. It is defeasible, meaning that it may turn out to come up short (default) in case modern proof comes within. The conclusion is demonstrated as apparently genuine on a basis of credibility, and so probably worthy, given that the premises are genuine. Consider the taking after the argument:

a-Premise: *Where there is smoke there is fire.*

b-Premise: *There is smoke in Buttner Hall.*

c-Conclusion: *Therefore there is a fire in Buttner Hall.*

In this case, the preface '*Where there is smoke there is fire*' is not taken as a supreme all-inclusive generalization. It does not cruel that all places where smoke is seen are places where there is fire. It is superior taken as a defeasible articulation meaning that for the most part, but subject to exemptions if one sees smoke someplace, he\she will be able to assume that there is a fire in that put. Indeed both premises of the contention over are genuine, it is conceivable that the conclusion is unfaithful.

It is conceivable that there is a column of smoke rising from Buttner Hall. However, there can be no fire there, fair a smoldering mass of a few substances that gives off a parcel of smoke. And it is not down to earth to undertake to judge the quality of the contention by numerical information around fires. In this case, a person with many circumstantial variables that are pertinent.

But in such a case, on grounds of security, it may be judicious to function on a presumption. It may be the correct conclusion to draw by possible deduction that there is a fire in Buttner Hall. This may be the proper conclusion to act on indeed although a reader does not know the probabilities. For viable purposes, concluding that there is or may be a fire there is the sensible choice, given a reader has no proof showing something else. For illustration, a news bulletin that the smoke is being caused by a smear pot as a portion of the making of a motion picture.

'*The smoke rising from Buttner Hall*' can be a great sufficient proof of fire to legitimize calling the fire division within the nonappearance of contra-indicating proof. However, it is possible thinking is intrinsically temporary and ought to be utilized with caution. It is applicable where a conclusion should be drawn, however not sufficient is known almost a circumstance to utilize a more correct or solid strategy of drawing it. It is suitable where, for viable reasons, beneath conditions of instability and inadequate information, a conditional conclusion has to be drawn as a temporary premise to proceed with a line of thinking or embrace an approach for activity.

English as a Foreign Language (EFL)

It may be seen that the role of English within a nation's daily life is influenced by geographical, historical, cultural, and political factors, not all of which are immutable. But the role of English at a given point in time must affect both the way it is taught and the resultant impact on the daily life and growth of the individual Broughton., et al (1980: 8). The place of English in the life of many second and foreign language learners today is much less easy to define than it was some years ago. Michael West (1953) states that the foreigner is learning English to express ideas rather than emotion: for his emotional expression he has the mother tongue It is a useful general rule that intensive words and items are of secondary importance to a foreign learner, however common they may be. This remains true for learners in extreme foreign language situations (Ibid).

Mugford (2019:1) states that when studying a foreign language (FL) learners usually focus on how to employ language resources to interact effectively and appropriately in the target language (TL) contexts and successfully negotiate a wide range of predictable communicative situations. However FL users often face uncomfortable and problematic situations in which they need to interact under difficult erratic and demanding circumstances. Students write in L1 to L2 to demonstrate mastery of course content but they are not always taught about writing. L2 teachers in the EF context should investigate how writing is viewed and as well as whether it is taught as a skill or subject in their context (Ferris., et al, 2014:42).

An Overview of Argumentative Essay

An ability to reason and the capacity for arranging ideas in a logical order are the important requirements of an argumentative essay (Alexander, 1965:103). The function of an argumentative essay is to show that your assertion (opinion, theory, hypothesis) about some phenomenon or phenomena is correct or more truthful than others. Argumentative composing is the act of shaping reasons, making acceptances, drawing conclusions, and applying them to the case in discourse; the operation of gathering suggestions, not known or conceded as genuine, from truths or benchmarks known, conceded, or illustrated, to be honest to goodness (Bernstein, 2002:9). The reason for a factious exposition is to precise a one-sided point of seeing on a specific subject, i.e. one must protect his demeanor, that is one must choose the way he extreme to contend. Additionally, Knapp and Watkins (2005:11) argue that argumentative is one of five fundamental genres of school writing besides descriptive, explanation, instruction, and narrative.

The argumentative exposition may be a sort of composing that requires the examination of a point, the gathering, era, and assessment of proof, as well as the establishment of a brief perspective on the subject. In numerous ways, a factious paper is comparable to a unique paper in that it is about completely concerned with concepts. Then like other sorts of papers and must incorporate a presentation, a proposition explanation, body sections, and a conclusion. They entirely display a single side of an issue. The structure of the contentious exposition is held together by the taking after (Bernstein, 2002:9):

1. **A clear, concise**, and defined thesis statement occurs in the first paragraph of the essay.
2. **Clear and logical** transitions between the introduction, body, and conclusion.
3. **Body paragraphs** that include evidential support.
4. **Evidential support** (whether factual, logical, statistical, or anecdotal).

A conclusion that does not simply restate the thesis, but readdresses it in light of the evidence provided. (ibid:34)

The Data

The data of the study are 30 argumentative essays written by the students of the department of English Language and literature in the second and third stages of Mustansiriya Opening College. All participants who contribute to the test are from the evening studies. The second course of the academic year is 2021-2022. The essays are gathered from both males and females in 2022. The essays were chosen at random to collect data for this study, and their titles are *online learning in Iraq*. This topic was chosen because it is considered that essays will be easier if the topic is most relevant to subjects of experience, which is why subjects are expected to express as much as possible without limits.

Methods of Research

Dawson (2009:15-16) states that qualitative research explores attitudes, behavior, and experiences through such methods as interviews or focus groups. It attempts to get an in-depth opinion from participants. After analyzing some clues researcher believe that the best methodology for this study is qualitative and quantitative However, quantitative research is typically distinguished by precisely controlled experimental design and random assignment, whereas qualitative research is distinguished by grounded theory, case studies, and comprehensive description. Quantitative research seeks trustworthy and replicable designs with generalizable results across a population. To fully comprehend a topic, qualitative data focuses on processes rather than outcomes. (Phakitiet, et al., 2018:104).

Toulmin's Model (2003)

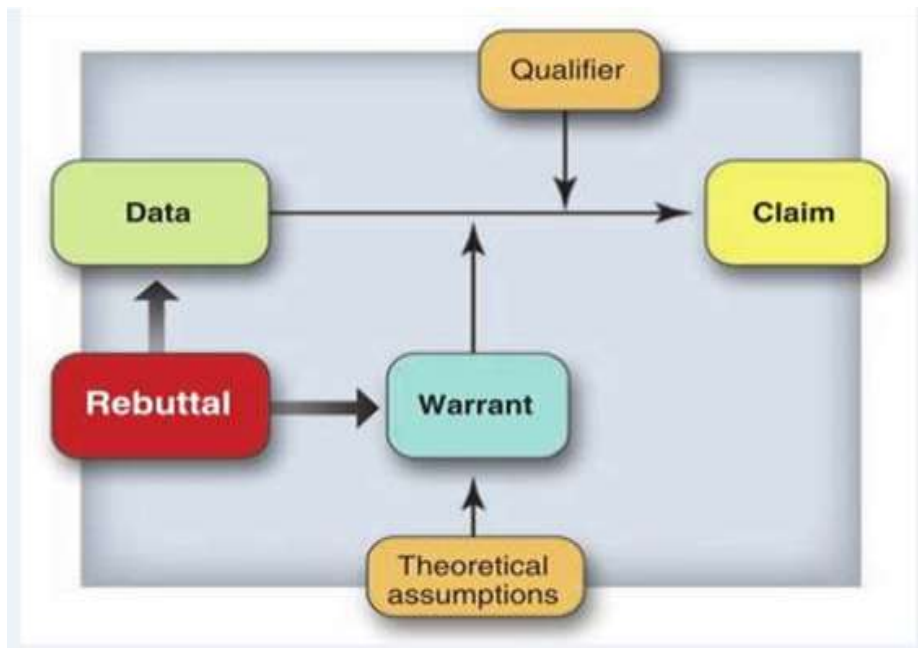


Figure (3) Toulmin's (2003) model of argumentation

Toulmin's (2003:89) hypothesis of argument is based on his show, or format, of argument. This show recognizes six angles of argument that are common in any field. Keeping in intellect that the substance of the contention may alter from one field to another; be that as it may, the parts will stay the same. These parts are:

1. **Claim (C)** is the position on the issue, the reason behind the argument. The claim is the point of the argument, it speaks to the conclusion that the arguer is pushing. Fundamentally, the claim is the substance of the argument.
2. **Data (D)** is the proof, actualities information, and data that are the reason for the claim i.e. a contemplated starting. Information builds up the premise of the contention. In impact, it is the beginning point from which all sound contentions must start.
3. **Warrant (W)** may be a theoretical articulation and the component of the argument that builds up the coherent association between information and the claim. It is the point within the argument where a group of readers individuals may not concur with the conclusion (claim) being drawn. It authorizes the sort of step to which our specific argument commits us. More often than not, warrants are verifiable.
4. **Backing (B)** is the supporting materials or confirmations that bolster the warrant within the argument. The backing can offer assistance in the gathering of people part understand the thinking utilized within the warrant. Without backing, a group of readers may address the argument. The backing shows up to have an incredible impact on the adequacy of contention or the speaker. With backing, the argument appears more valid; without it,

the contention needs the back and the group of readers may not acknowledge the claim. The backing can include any type of support material. Most commonly, backing consists of one or a combination of the following:

- Statistics.
 - Examples.
 - Testimony.
5. **Rebuttal (R)** is a special case to the claim displayed by the arguer. In other words, it demonstrates the circumstances in which the common specialist of the warrant would have to be aside.
 6. **Qualifiers (Q)** speak to the accuracy of an argument. A speaker can utilize qualifiers to refer to how people present the worth of the arguments.

Kinds of Data or Grounds

Toulmin's model (2003) entails writers to ensure that the supporting evidence fully validates the claim. The term data implies "hard facts" such as experimental results or survey statistics, as well as historical, legal, and biographical facts. For more indirect types of evidence, such as testimonials or interpretations, the term grounds is more appropriate (White & Billings, 2016: 118). Similarly, Jaffe (2016:239) declares that grounds, data, or evidence are materials used to support your described claims. Using facts, examples, statistics, and other data from a variety of credible sources, and arrange the data in the order that the listeners will find most reasonable or persuasive. The claims are unsupported assertions unless they are supported by sufficient and credible grounds. Data represent the underlying foundation upon which a specific claim is based.

Toulmin and colleagues (ibid.: 26) consider facts, other comparable factual data, observations, common knowledge, personal testimony, statistical data, or previously established claims to be examples of data (W.R.H. Al Juwaid, 2019:23). The items of information to collect and process are referred to as data or grounds. Consider these items to be "evidence" in a debate. Examples, facts, statistics, or other materials that support the arguments can be used (Zeuschner,2011:21). Therefore, the researcher has based her analysis on searching for the types of data according to these main three types of data.

The analysis

The analysis will inspect if the students master the organization of the basic elements of essay in their writing by identifying the number of essays that contain the basic organization, secondly dividing each essay into texts and adopting Toulmin model for analysis of these texts. Eventually, there will be final results for the analysis that have been done. The current study can be considered as qualitative and quantitative study.

The Analysis of The Second Stage Students' Essays

Essay No. 1

It is undeniable that distance learning is an easy and comfortable means to learn. It is a modern system connecting learners with their educational content. In addition, this system uses the internet as a means of communication. And like anything else, it has merits and demerits. It has a lot of advantages encountering many students use it. One of them is that it is easy to use, not expensive, and available anywhere and all the time. It has no age limit or geographical barriers. That's why it saves time effort and money. As for its disadvantages, they are also a lot. Firstly the content is only in written form and no practical lessons are learned. Secondly, it differs students from face to face interaction with their teachers.

Starting with Toulmin's model (2003) for argument structure, the claim represents the same topic sentence that occurs in the introductory part of the essay. However, the data of the easy is "it is undeniable that.....". that is because it is the beginning point on which all the sound connections start with. It represents the proof, the actuality of the information. The warrant is represented by the sentence "in addition..... communication", which supports evidence of the claim. Finally, the student mentions two points to back up his\her claim concerning 'electronic learning in Iraq, that is when he\she says that the content is only in written form and differs from face-to-face interaction with their teachers.

Essay No. 2

One of the reasons for the transformation of education from in-person to electronic is the crisis of the corona pandemic as it prompted schools and universities and educational institutions, in general, to close their doors and go to distance education for the purpose of reducing the chances of the virus spreading. E-learning reduces the materials costs needed by traditional education because it does not require facilities of classrooms and saves students and distance education. His reliance on theoretical parts of the curriculum sometimes, and the abbreviation of live experiences sometimes. The absence of an environment and an interactive medium that the world raises the response of students in this type of education.

Following Toulmin's model (2003), the claim which is the main point or the topic sentence is represented by the idea that E-learning reduces the material needed by traditional education. The data which is represented the reasons behind his/ her claim relies on the justification that e-learning reduces the materials cost needed by traditional education because it doesn't require the facilities of classrooms therefore it saves a good education environment for students and teachers. Finally, the student used sometimes twice which represents the qualifiers according to Toulmin's model.

The Analysis of The Third Stage Students' Essays**Essay No.1**

Online learning is education that takes place over the internet after covid 19. This method appears in Iraq and many countries as well. it takes place across a distance it is not like a traditional classroom because the student can't take their lectures from any location. Online learning is cheaper than traditional teaching or trade course. Students can save money for example they don't have to pay for courses. In addition, it gives students choice to use their applications or programs. Some students have difficulties with using these applications via computer so they depend on mobile phones because it's so easy. So we have to take courses to know more information about electronics and also develop our experience in this field.

As for Toulmin model *claims* that "*Online learning is education that takes place over the internet after covid 19*". The student points out that he\she can save money for example they do not have to pay for courses. Online learning gives students the choice to use their applications or programs. Finally, the *rebuttal* of this argument is "*Some students have difficulties with using these applications by computer so they depend on mobile phones because it's so easy*".

Essay No. 2

Electronic education at universities and schools isn't easy in Iraq. Because of the coronavirus, we have to use this way to teach the student, but the teachers don't have good skills for this new kind of education.in addition the internet and electricity are bad if we don't have it we can't follow our teachers and we will lose our lectures it is not only my problem too.so we have to take courses to know more information about electronic and develop our electronic experience. Students' motivation toward learning and their orientation to games and entertainment sites may reduce the level of creativity and innovation in students' answers. Which are often pre-programmed. E-learning is missing an important element of the educational elements, which is the classroom interaction based on active lively discussion and dialogue. E-Learning neglects to take into account learning patterns when preparing the education material, there are also advantages to it, including the ease and speed of communication with the teacher outside official working hours. it fills the shortage of trained and qualified teaching staff from various disciplines, in addition to saving time and effort most importantly, this system helps the student to be completely self-reliant, by choosing the sources from which he draws his information himself without influence from others

According to Toulmin's model of argumentation, the same topic sentence is illustrated *E. learning is one of the advanced methods in the age of information...*" which is occurred initially in the introductory paragraph of the essay as a *claim* to the essay Because this is related to examples and several facts like the internet is bad and lack of

experience, classroom interaction. Then the warrant “teachers do not have good skills of education finally saving time and effort which are backing of the essay”.

Table (1) Elements of the Argument Structure: Second Stage

The Elements	The Second Stage	
	Frequency	Percentage
Claim	15	31.2%
Data	15	31.2%
Warrant	9	18.8%
Backing	5	10.4%
Rebuttal	2	4.2%
Qualifier	2	4.2%
Total	48	100%

Table (1) shows that *claim* and *data* occur equally in the essays under analysis. Both argument structures appear (15) times with a percentage of (31.3%). *Warrant* appears (9) times with a percentage of (18.8%). Then *Backing* is found for (5) times with a percentage of (10.4%) in the argumentative essays under analysis. Finally, the two types (*Rebuttal* and *Qualifier*) are found equally in the second-stage essays. They appear (2) times only with a percentage of (4.2%).

Table (2) The Types of Data Used by The Second Stage Students

Types of Data	Frequency	Percentage
Facts	8	42.1%
Examples	8	42.1%
Statistics	3	15.8%
Total	19	100%

In this table, the two types of data ‘*facts and examples*’ are found equally in the second stage essays. That is because they appear (8) times with a percentage of (42.1%) in the analysis of the 15 essays. The least occurring type is the *statistics*, as it is found for (3) times only with the percentage of (15.8%).

Table (4) Elements of the Argument Structure Used by Third Stage Students

The Elements	The Third Stage	
	Frequency	Percentage
Claim	15	29.4%
Data	15	29.4%
Warrant	11	21.6%
Backing	3	5.8%
Rebuttal	4	8%
Qualifier	3	5.8%
Total	51	100%

In this table, *claims* and *Data* appear in equal frequencies and percentages as two basic argument structures. That is because they occur (15) times with a percentage of (29.4%). Then comes *Warrant* which appears (11) times with a percentage of (21.6%). After that comes *Rebuttal* which is seen (4) times with a percentage of (8%). Finally, *Backing* and *Qualifier* come with equal frequencies and percentages. Since they score (3) times with a percentage of (5.8%) each.

Table (6) The Types of Data Used in The Third Stage Essays

The Types of Data	Frequency	Percentage
Facts	14	43.75%
Examples	14	43.75%
Statistics	4	12.5%
Total	32	100%

Table (8) shows that *Facts* and *Examples* slightly prevail over the statistics type of data. That is when they appear (14) times with a percentage of (43.75%). Finally, *Statistics* is seen as the least occurring type of data according to the table of analysis. That is because it appears (4) times only with a percentage of (12.5%) in the third-stage essays.

Table (7) Elements of the Argument Structure in Second and Third-Stage Essays

The Elements	Second Stage Essays		Third Stage Essays	
	Frequency	percentage	Frequency	Percentage
Claim	15	31.2%	15	29.4%
Data	15	31.2%	15	29.4%
Warrant	9	18.8%	11	21.6%
Backing	5	10.4%	3	5.8%
Rebuttal	2	4.2%	4	8%
Qualifier	2	4.2%	3	5.8%
Total	48	100%	51	100%

The above table illustrates the fact that *claim* and *Data* are equally found in the second and third stage essays, but with different frequencies and percentages. Claim scores (15) in both types of essays times with a percentage of (31.2%) in the second stage essays, and (29.4%) in the third stage essays. Additionally, *data* scores (15) times in both types with a percentage of (31.2%) in the second stage essays and (29.4%) in the third ones. Then, *warrant* appears (9) times in the second stage essays with a percentage of (18.8%), while it appears (11) times with a percentage of (21.6%) in the third stage essays.

Then comes *backing*, it scores (5) times with a percentage of (10.4%) in the second stage essays, while it registers (3) times with a percentage of (5.8%) in the other ones. Moreover *rebuttal* and *qualifier* score (2) with a percentage of (4.2%) in the second stage essays. Consequently, *rebuttal* scores (4) with a percentage of (8%) in the third stage essays. Finally, the *qualifier* appears (3) times with a percentage of (5.8%) in the third stage essays.

Table (8) The Types of Data Used in The Second and Third- Stage Students' Essays

Types of Data	Second Stage Essays		Third Stage Essays	
	Frequency	percentage	Frequency	Percentage
Facts	8	42.1%	14	43.75%
Examples	8	42.1%	14	43.75%
Statistics	3	15.8%	4	12.5%
Total	19	100%	32	100%

According to the analysis and the findings of the two types of essays, this table shows that the *facts* and *Examples* are found equally in the second and third-stage essays. That is they are found (8) times with a percentage of (42.1%) in the second-stage students' essays. However, these types of data are found (14) times with a percentage of (43.75%) in the third-stage students' essays. The least occurring type of data is *statistics*. That is because it is found (3) times with a percentage of (15.8%) in the second-stage students' essays. Additionally, it appears (4) times with a percentage of (12.5%) in the third-stage students' essays.

SUGGESTIONS FOR FURTHER STUDIES

The study would, finally, suggest the following for further research:

1. Another study should be conducted to examine the argumentative organizational qualities written by different groups of Iraqi EFL students.
2. A micro-level analysis of grammatical faults should be conducted. To explore, sentence construction must be combined with the macro organizational level. properly and adequately the data.
3. Conducting a discourse analysis of persuasive strategies in political speeches.
4. Conducting a contrastive discourse analysis of argumentation in English and Arabic essays.

CONCLUSION

1. In terms of the question “*What are the most frequent elements of argument structures in the second and third-stage essays?*” the analysis has proved that both *claim* and *data* are the most frequent element of argument structures in the second and third-stage essays. Since they scored (15) times with a percentage of (29.4%), this makes the hypothesis read: ‘*Warrant appears more in the third-stage essays rather than the second-stage ones*’, *is a rejected one*.
2. When coming to the question which reads “*What is the least occurring type of data in both the second and third-stage essays?*”, it has been proved through the analysis shown in table (4.10) that the least occurring type of data in the second and third-stage students’ essays is the *statistics*. That is because it registers (3) with a percentage of (15.8%) in the second-stage essays, and (4) with a percentage of (12.5%) in third-stage essays. This makes the hypothesis: ‘*The least occurring type of data in both types of students’ essays is the statistics*’, *verified*.
3. In this study, the participants preferred to state their opinions or main ideas in the initial position of their English essays the study showed that each language and each culture has its preference or taste in organizing ideas .In English the order of the main point came after the background but most of the students positioned the main idea before the background .the students still need to learn more about how to write argumentative essays.

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